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ABSTRACT

Triton College's proposed method of conducting periodic comprehensive evaluations of the quality and potential of its academic programs has five components. First, a self-study is conducted by the faculty and administrators of the program being reviewed, in a year-long comprehensive examination of the program. Second, an external consultant, with expertise in the field under review, evaluates the self-study report, makes an on-site visit, and prepares a report. Third, the Academic Dean reviews the self-study and consultant's reports and prepares a written reaction to or analysis of each. Fourth, the Program Review Committee, comprised of individuals outside of the program being reviewed, examines the three reports, conducts an interview conference with the program staff, and prepares their own report. Finally, the Vice President for Academic Affairs reviews the previously prepared reports and writes an action report to be reviewed by the Academic Council and submitted to the President. This pamphlet contains: (1) instructions for conducting the self-study in areas of program goals and objectives, curriculum, resources, continuing program need, administration, strengths and areas for improvement, and projections; (2) a guide to the selection and functions of the external consultant and his/her report; (3) guidelines related to the membership and responsibilities of the Program Review Committee; and (4) various forms used in the review process. (AYC)

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Program Review

Triton College

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JC 790 516

Program Review

Overview of the Program Review System

Program review provides a systematic process for conducting a periodic comprehensive evaluation of the quality and potential of each academic program at Triton College. Its purpose is to ensure that the College's academic programs* are as good as they can be within the limitations of available resources.

Program review will consist of the following:

1. The Self-Study, which is conducted by the faculty and administrators of the program being reviewed, is a year-long comprehensive examination of a program. The results are compiled in the Self-Study Report.
2. The External Consultant, an individual with expertise in the field under review, will review the self-study report, make an on-site visit, and prepare a written report.
3. The Academic Dean will review the self-study report and the external consultant's report and prepare a written reaction to or analysis of each report.
4. The Program Review Committee, comprised of individuals outside of the program under review, will review the self-study report, the consultant's report, and the dean's report; conduct an interview conference with the program staff; and, then, prepare a written report.
5. The Vice President for Academic Affairs will review the self-study report, the external consultant's report, the dean's report, and the program review committee's report and prepare an action report to be reviewed by the Academic Council and then submitted to the College President.

Copies of the reports prepared at each stage of the review process will be distributed to each of the other involved individuals and/or groups so as to provide them with feedback and an opportunity to respond.

Program Implementation

During 1979-80, the program review system will be field-tested using volunteers from the Schools of Career Education and University Transfer Studies. Following the field test, the system will be modified as necessary and programs will be assigned to a seven-year cycle by the Vice President for Academic Affairs.

Each academic department in conjunction with its respective dean will determine what constitutes a "program" for purposes of program review. At their option, an entire multi-discipline department may be scheduled for review as a single unit. However, in such cases, it may be necessary to compile data separately for each discipline or program specialty.

Inasmuch as several programs are periodically reviewed by external accrediting agencies, such programs will be scheduled for concurrent internal program review. For internal review the program staff will be expected to compile any information which is not included in the report prepared for the external agency.

Remuneration commensurate with the magnitude of the task will be provided to the individual who coordinates each program review. Such remuneration may be in the form of extra pay or release time and will be determined jointly by the Vice President, dean, and coordinator.

The college will also provide centralized clerical assistance for the faculty during program review.

** "Program" as used herein refers to any academic unit that might logically be reviewed as a separate entity, i.e., a degree or certificate program, a department or portion thereof, or a discipline or portion thereof.*

The Self Study

The faculty and administrators of the academic program designated for review are expected to peruse the Self-Study Guide which identifies factors which are considered important in assessing the overall quality and potential of academic programs. Answers to specific questions may be modified to deal with the unique aspects of particular programs. If some of the questions do not apply to the program being reviewed, it should be so indicated. However, they should use the format and headings in the Self-Study Guide as the basic format for the self-study report.

The Office of Academic Affairs will assist the program staff in obtaining institutional data that is needed in preparing the report.

A timetable for completing the review process will be established by the Academic Affairs Office in consultation with the program staff.

Self-Study Guide

Program Goals and Objectives
1. Statement of purpose
2. List of objectives
3. Procedure for developing objectives
4. Evidence of achievement of goals and objectives

Curriculum
1. Courses offered and planned
2. Course content
3. Program requirements
4. Program-related courses
5. Articulation
6. Work/clinical experiences
7. Program accreditation

Resources
1. Number and qualifications of staff
2. Counseling/advising
3. Support staff
4. Instructional equipment
5. Instructional facilities
6. Use of facilities and equipment
7. Instructional materials/LRC services and resources
8. Provisions for disadvantaged/ handicapped
9. Recruitment activities
10. Advisory committees
11. Community resources
12. Budget

Continuing Need for the Program
1. Evidence for continued need
2. Summary of enrollment, completions, employment
3. Similar programs elsewhere
4. Proprietary schools

Program Administration
1. Organizational structure
2. Provisions for input
3. Coordination of efforts
4. Record keeping process

Summary of Strengths and Needed Improvements

Projections
1. Program changes
2. Instructional methods changes
3. Enrollments, staffing, equipment, facilities, and support services

PROGRAM GOALS AND OBJECTIVES

The purpose of this section is to identify the goals and objectives of the program, determine how they are established, and assess the degree to which they are being achieved.

1. State the goal/purpose of the program.
2. List the objectives to attain the program goal.
3. Describe the procedure for developing the objectives of the program.
   a. Describe the degree to which each of the following is involved:
      (1) Full-time faculty in the program
      (2) Administration
      (3) Faculty in other programs
      (4) Adjunct faculty
      (5) Counselors
      (6) Advisory committee
      (7) Program graduates
      (8) Other
   b. Describe how information on cummunity needs is used in planning or evaluating the program. (needs for training, retraining, or upgrading)
   c. Describe which current data on job performance requirements and trends are used in the development and evaluation of the program.
   d. Describe the current follow-up data (such as information on placements and job performance of students who have completed the program, as well as on-job-outs and drop-outs) that are used in the evaluation of the program.

      (NOTE: Job-outs are students leaving college for employment in the field of preparation prior to completing the program of studies.)

   e. Describe what information on the competencies required in other programs (such as basic skills or specific knowledge and skills) is used in planning and evaluating the program.
4. Provide data to support that the goals and objectives of the program are being attained. Cite the ways the program may be falling short of its goals.

CURRICULUM

This component is intended to review the scope and assess the effectiveness of the curriculum which is currently offered

1. Courses offered
   a. Prepare a summary sheet for each course in the program using the format in Attachment A.
   b. List all additional courses that are being planned for the program and are in the process of being added to the program. State the purpose of each. (Attachment A-1)
2. Course Content
   a. Include course outlines for each course approved for the program under review. Each course outline must include the following:
      (1) Course objectives
      (2) Instructional strategies for achievement of course objectives
      (3) Means of evaluating student achievement of objectives

      Complete Attachments B, B-1, and B-2.
   b. State the rationale for course prerequisites.
   c. If the course is offered for honors credit, how does the honors section differ from the regular section?
3. Program Requirements
   a. Describe the requirements for admission to the program.
   b. Describe the requirements for the associate degree and certificate.
   c. Describe the requirements for retention in the program.
   d. Describe the requirements for initial certification and/or licensure and for maintaining certification and/or licensure.

CURRICULUM (Continued)

4. Relevance of Program-Related Courses
   Describe the degree to which and the process whereby program-related courses which are offered by other departments (mathematics, psychology, chemistry) are closely coordinated with your program and are kept relevant and current to the needs of students in your program.
5. Articulation with Other Educational Agencies
   Describe the extent to which effective articulation is sought with other agencies and institutions that have an impact on your program. (high schools, other community colleges, transfer institutions)
6. Work Experience or Equivalent Clinical Experience
   Describe the extent to which opportunities for related work experience or equivalent clinical experience are provided for students and the degree to which student participation is well coordinated with classroom instruction.
7. Program Accreditation
   a. List any external agencies or organizations that have accredited the program.
   b. Describe the requirements for accreditation, types of accreditation (permanent, for a specific time period, probationary), and the accreditation status of the program under review.

RESOURCES

The purpose of this section is to identify and assess both the adequacy of various resources utilized in the program and how well they meet the needs of each student.

1. Number and Qualifications of Instructional Staff
   a. Comment on the extent to which instructional staffing is sufficient to permit optimum program effectiveness (enabling faculty to meet individual student needs and to work with advisory committees; enabling adequate curriculum development and instruction development).
   b. Describe the extent to which and the means by which the faculty have kept current in their field. Prepare a summary sheet for each instructor in the program using the format in Attachments C and C-1.
2. Counseling and Academic Advising
   a. How does the program utilize counseling and academic advising services?
   b. Describe the method(s) employed to apprise counselors/advisors of the goals, objectives, and needs of the program.
3. Use of Support Staff
   Describe the extent to which paraprofessionals (such as learning assistants) and other support personnel (such as secretaries and clerical personnel) are used to insure maximum effectiveness of professional personnel. Comment on the impact of the use of support staff on the program.
4. Adequacy and Availability of Instructional Equipment
   a. Prepare a summary sheet of equipment used in the program using the format in Attachment D.
   b. Prepare a summary sheet of equipment needs using the format in Attachment D-1.
5. Adequacy of Instructional Facilities
   Comment on the extent to which instructional facilities (exclude equipment) meet the needs of the program and students, are functional, and provide adequate flexibility and safety.
6. Use of Instructional Facilities and Equipment
   a. Comment on the extent to which instructional facilities and equipment for the program is scheduled for maximum use, consistent with quality instruction.
   b. Which facilities and equipment, if any, are significantly under-scheduled or over-scheduled?
7. Adequacy and Availability of Instructional Materials and Learning Resource Center Services and Resources
   a. Prepare a summary sheet of instructional materials for your program using the format in Attachment E.

b. Comment on the adequacy of the Learning Resource Center services and resources for your program (whether sufficient in amount, accessible, current, relevant to program and student needs, varied, and conveniently located for maximum student use).

8. Special Provisions for the Disadvantaged and Handicapped
   a. Describe the extent to which special services and qualified staff are provided for students with academic, socioeconomic, cultural, and related disadvantages.
   b. Describe the extent to which special services and qualified staff are provided for students with physical, mental, emotional, and other health-impairing handicaps; the degree to which such services are readily available to students in your program and are coordinated with instruction; and, the extent to which facilities and equipment are adapted to meet student needs.

9. Recruitment into the Program/Promotion of the Program
   Describe the means by which students are informed of and actively encouraged to enroll in the program.

10. Use of Advisory Committee
    If the program has an advisory committee, complete Attachment F which summarizes the membership of the committee and its involvement in pertinent activities.

11. Use of Community Resources
    Describe the extent to which community resources which are pertinent to the program have been identified and are being utilized (field trips, outside speakers, facilities, equipment, etc.).

12. Budget
    a. Attach a copy of the current operating budget for the program.
    b. Comment on the adequacy of the current operating budget for achieving the approved objectives of the program.

CONTINUING NEED FOR THE PROGRAM

This section is intended to assess the present need for the program. New programs are developed in response to particular needs but often continue to operate without modification even when the original need has changed or is diminished.

1. Evidence to Indicate Continued Need for Program
   a. Describe the employment trend and the employment outlook in the area the program is preparing students for.
   b. Cite any pertinent studies showing national or state trends.
   c. Other

2. Summary of Program Enrollments, Completions and Employment
   Prepare a summary of program enrollments, program completions, and employment in the field prepared for using the format in Attachment G.

3. Similar Programs at Other Public Institutions
   What other publicly supported institutions in the Chicago metropolitan area offer a program which is similar to the one under review?

4. Proprietary* Schools with Similar Programs
   a. List the proprietary schools in the Chicago metropolitan area that offer a program which is similar to the one under review.
   b. What changes in the Triton program would be required to compete more successfully with the proprietary schools?

* *"Proprietary School" as used here refers to postsecondary education institutions that are operated for profit. Examples are: MacCormac Junior Collge, Greer Technical Institute, DeVry Institute of Technology.*

PROGRAM ADMINISTRATION

This section is designed to provide information on the organizational structure of the department and the procedures for making decisions within the department.

1. Organizational Structure
   Describe the organizational structure of the department.
2. Provisions for Input
   Describe the provisions that exist for assuring input from faculty and others in the formulation of departmental policies.
3. Organizational Structure Relative to Coordination of Efforts
   How does the organizational structure of the department assure coordination of efforts and determination of responsibility for effective operation of the program.
4. Record Keeping Process
   Describe the record keeping process utilized by the department (student records, minutes, budgets, etc.).

SUMMARY OF STRENGTHS AND NEEDED IMPROVEMENTS

1. What are the major strengths of your program?
2. What major improvements are needed in the program, if any?
   What action is required to achieve these improvements?

PROJECTIONS

This section is intended to provide the opportunity for programs or departments that have completed the self-study to project needs and goals for the future.

1. General Program Changes
   What general program changes do you anticipate?
2. Changes in Instructional Methods
   What changes in instructional methods do you anticipate to more effectively meet the needs of each student in the program?
3. Projections
   What are your projections regarding:
   a. Enrollment
   b. Faculty needs
   c. Administrative support
   d. Clerical support
   e. Learning Resource Center services and resources
   f. Departmental budget
   g. Classroom and office space
   h. Academic use of the computer

   Projections should be based on trends established during the past five years.

External Consultants

An integral part of the program review process is an assessment of program quality by a person with recognized competence in the area under review who is not affiliated with the college. External consultants should have broad knowledge of the field. It is also desirable that they have experience in program review.

SELECTION PROCESS

1. The department or program staff, through the chairperson will recommend three persons to review their program. A rationale for selection, including a VITA, must accompany each nomination.
2. The dean will review the nominations and select one of the nominees or request additional nominations. A rationale will be provided when all nominees are rejected.
3. The office of Academic Affairs will contact the nominee who is selected and make the necessary arrangements for the review.

FUNCTIONS OF THE EXTERNAL CONSULTANT

The consultant will be expected to:

1. Review the Self-Study Report.
2. Visit the Triton Campus for at least one day and conduct an on-site review of the program
3. Prepare a written reaction to the Self-Study Report and the on-site visit. The consultant's report should include general observations as well as specific recommendations using the format for Consultant Report which follows.

CONSULTANT REPORT

This report will be submitted to the Program Review Committee through the Academic Affairs Office.

1. List the major strengths of the program under review.
2. List the major weaknesses or areas needing improvement in the program.
3. Comment on the overall quality of the program.

Program Review Commitee Guidelines

A program review committee will be established for each program that is scheduled for review. Committee members will be appointed by the Vice President for Academic Affairs with the approval of the Academic Council.

Membership

Individuals assigned to the program under review are excluded from the program review committee. One faculty person from each of the following categories will be appointed:

- Academic Council
- the School to which the program belongs
- a related program
- a School other than that of which the program is a part

A representative from the Academic Affairs office will be appointed as an ex officio member.

Committee Responsibilities

Each program review committee consists of a group of individuals who are familiar with the general mission and goals of the college, the community served by the college, and the general organizational structure and institutional climate at Triton College, and, as such, are able to review a program objectively but from a non-technical perspective.

The committee is expected to:

1. Review the Self-Study Report to determine if the guidelines were followed; to identify omissions and/or pertinent questions that were not adequately addressed; and, to submit questions requiring additional data or analysis.
2. Prepare and submit a written report to the Office of Academic Affairs. Following an interview conference with the program staff, the committee will:
   a. Summarize the review process that was followed.
   b. Identify areas in which information was either not available or was extremely difficult to obtain.
   c. Identify any problems that were encountered in preparing the Self-Study Report and suggest modifications in the Self-Study Guidelines.
3. Summarize the committee's impressions regarding the overall vitality and effectiveness of the program.

CURRICULUM

ATTACHMENT A

COURSE OFFERINGS

Course Title	Course Number	Type of Course*	For the Past Three Years			
			Number of Sections Offered	Average enrollment per section		
				Tenth Day	Mid-Semester	End of Semester

*Use the appropriate letter to indicate type of course:

A. Program requirement — Technical
B. Program Requirement — General
C. Program Elective
D. Service Course for Other Program(s)
E. Prerequisite for Admission to the Program

CURRICULUM

ATTACHMENT A–1

NEW COURSES BEING PLANNED

Course Title and Number	Purpose	Status

COURSE CONTENT

1. Objectives

Indicate the current status of course objective development for each course in the program. Check the appropriate spaces.

Course Title	Course Number	Date of Last Revision	Status of Course Objectives: In Approved Format		Complete	Incomplete
			Yes	No		

Attach the course outline(s) for each course offered.
If course objectives are imcomplete or not in approved format, what is the expected date for completion?

Syllabus

For each course offered check the appropriate space to indicate those items below which are included in the syllabus.

Course title and Number	Status of Syllabus Development	None	Course and Unit Objectives	Reading Assignments	Laboratory Assignments	Course Projects	List of Non-Print Media Used	Bibliography	Methods of Evaluating Student Achievement	Standards for Course Grades

CURRICULUM **ATTACHMENT B—2**

Textbooks

Course Title and Number	Textbook Title(s) (List each section using different texts separately)	Date of Publication	Reading Level*	Is Information current? Yes	Is Information current? No	Addresses Course Objectives Very Well	Addresses Course Objectives Adequately	Addresses Course Objectives Poorly	Stereotypes (Race, Sex, Age) None	Stereotypes (Race, Sex, Age) Some	Stereotypes (Race, Sex, Age) Many

*Reading level to be determined by a readability test.

ATTACHMENT C

Full-time Faculty

To be completed for each full-time instructor)

Name _____

Education (Degree(s)) _____

Fields of Study _____

Relevant Work Experience _____

_____

Courses and Work Experience During the Last Three Years _____

_____

_____

_____

_____

Date Employed _____

Date of Last Student Evaluation _____

Date of Last Chairperson/Dean Class Visit _____

Date of Last Comprehensive Evaluation _____

Courses Taught During the Last Three Years:

Course Title	Course Number

ATTACHMENT C—1

Adjunct Faculty

(To be completed for each adjunct instructor)

Name _____

Education (Degree(s)) _____

Field(s) of Study _____

Relevant Work Experience _____

_____

_____

Courses and Work Experience During the Last Three Years _____

_____

_____

_____

_____

Date Employed by Triton College _____

Date of Last Student Evaluation _____

Date of Last Chairperson/Administrator Class Evaluation Visit _____

Date of Last Comprehensive Evaluation _____

Courses Taught During the Last Three Years;

Course Title	Course Number

RESOURCES

ATTACHMENT D

Equipment Used

EQUIPMENT

(List items Costing $2,000 or More Individually or in Aggregrate — i.e., Drafting Tables)

Item	Original Cost	Year Purchased	Condition of Equipment					Year Replacement Anticipated	Approx. Replacement Cost	Specific Course in Which Equipment Used (List Numbers)
			Exc.	Good	Fair	Poor	Obsolete			

RESOURCES

ATTACHMENT D—1

Equipment Needs

(List additional equipment which is now needed or will be needed in order to maintain a high quality program.)

Item	Approximate Cost	Year Needed	Course(s) for Which Needed	Why the Additional Equipment is needed

RESOURCES **ATTACHMENT E**

INSTRUCTIONAL MATERIALS: (Films, video and audio tapes, slides, individualized learning modules, department library, vertical files, computer assisted instruction materials, laboratory exercises, etc.)

Item Description or Title	Course(s) Used in	Instructional Effectiveness			Location			Comment (include comment on physical condition)
		Good	Fair	Poor	Dept.	LRC	Other	

ADVISORY COMMITTEES

1. If the program has an advisory committee, list the current members:

   Name Date Appointed Affiliation

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

2. What is the date of the last meeting? _____

3. When did the committee last evaluate the Program? _____

4. When did the committee last discuss current and future competency needs in the field? _____

5. Has the committee discussed: _____

   A. The potential for handicapped persons in the field? _____

   B. If tradition barriers to employment in the field are decreasing? _____

6. Comment on the overall effectiveness of the advisory committee for curriculum and instructional development.

   _____

   _____

   _____

CONTINUING NEED FOR THE PROGRAM **ATTACHMENT G**

Program Enrollments, Completions, and Placements

1. Program Enrollment

Program Type	Number of Students Enrolled						
	19__	19__	19__	19__	19__	19__	
Basic Certificate							
One-Year Certificate							
Two-Year Degree							

2. Program Completions

Program Type	Number of Students Completing						
	19__	19__	19__	19__	19__	19__	
Basic Certificate							
One-Year Certificate							
Two-Year Degree							

3. Experience of Program Completers

Follow-Up Study of Program Graduates	Graduation Year			
	19__	19__	19__	
A. Number of Program Graduates				
B. Number Continuing Their Education: 1. In the same field 2. In a different field				
C. Number Not Seeking Employment and Not Continuing Education				
D. Number Employed Full-Time in Field of Training or Allied Field				
E. Number Employed Part-time in Field of Training or Allied Field				

CONTINUING NEED FOR THE PROGRAM

Follow-up Study of Program Graduates (Continued)	Graduation Year 19___	19___	19___	
F. Number employed outside the field of training or an allied field				
G. Number unemployed at the time of the survey				
H. What percent of the respondents were employed full-time in the field of training or an allied field?				
a. Average monthly salary				
2. What percent were employed in the field of training before graduation?				

4. Graduates perceptions of the program's strengths and needs for improvement. (Include any available information from follow-up of graduates.)

5. Employer perceptions of the program's strengths and needs for improvement. (Do the graduates exhibit the competences employers seek? Include any available information from follow-up of graduates)

6. Share your observations about the students served by the program.

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CONTINUING NEED FOR THE PROGRAM

7. Course Completion : Provide data for each course for all instructors who teach the course, for each instructor separately, for all full-time instructors, and for all adjunct instructors.

Course Title & Number	Instructor	Number of times Taught During Past Three Years	Percent of Students Who completed course With a Grade of A, B, C, or D		
			19____	19____	19____

Comments :